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History

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This document is divided into two sections: Part "A" is the guideline which includes statements of policy; Part "B" is a Resource Guide for use in the implementation of provincial policy included in Part "A".

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Part "A" states a rationale for the Intermediate Division History program and describes the needs and characteristics of the adolescent; from this basis are set out the aims for the teaching of History in the Intermediate Division, objectives for each of the four years of the program, core units for each year, and the related responsibilities of educators at the local level in planning and implementing History courses to meet these stated aims and objectives.

Policy statements are identified in this draft by a line in the margin.

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INTRODUCTION

This guideline for the Intermediate Division History program has been planned to provide a basis from which to develop a course of study for each year of the Division.

Three Areas of Investigation are included in this guideline:

- The Story of Canada and Canadians: A Two-Year Program in Canadian History

  Teachers shall develop a course for Year 7 and a course for Year 8 from this area of investigation.
- Contemporary Canadian and World Concerns
- Canada's Multi-Cultural Heritage

Courses for Years 9 and 10 shall be developed from Contemporary Canadian and World Concerns and Canada's Multi-Cultural Heritage. Where students choose to take only one course in Canadian History, it must be developed from Contemporary Canadian and World Concerns. This course may be taken in either Year 9 or 10.

In the Intermediate Division, the student has a first opportunity to undertake a formal study of history. History, as an investigation and interpretation of the totality of the human experience, past and present, can give the learner an opportunity to reflect upon human feelings and thoughts, aspirations and failures, struggle with the environment, social relationships, artistic expression, political experimentation, economic evolution, and the interaction of these many aspects of the human drama. A study of these matters, which seem to be of universal concern, can help the student to understand society and his/her own unique place in it.

A salient characteristic of contemporary Canadian society seems to be concern for a sense of identity and of community. The search for identity may arise in any period of social change bringing attendant needs for adaptability, for perspective on change, for speculation, for a sense of values. A study of history provides a medium through which these needs might be satisfied, at least in part.

Through a study of events that have highlighted our historical past, of the roots of our Canadian heritage, of the Canadian political and legal systems, of issues and events relevant to Canadians as citizens of Canada and/or of the world and of contributions of different groups to our society, it is expected that the student will become more knowledgeable about Canada's past and present and acquire a better

understanding of Canadian identity and of the governmental process in our democratic society. It should follow that the student will acquire a greater sense of pride in Canada, a feeling of personal responsibility for the strength and survival of our democratic system while at the same time developing some perception of the wider world, the community of nations, of which he/she is also a part.

The investigations of significant issues and situations will lead the student to seek a variety of evidence including music, science, mythology, religion, art forms, novels, biographies, artefacts, letters, and treaties. To arrive at reasonable conclusions, the student will need to analyse, evaluate, and interpret evidence; to recognize the possibility of bias inherent not only in the evidence but also in its selection and in its use; in short, students will be developing decision-making abilities important for their personal lives and their responsibilites as citizens.

AIMS FOR INTERMEDIATE HISTORY

a. Develop an understanding of the Canadian identity and societal goals.

b. Develop an understanding of the roots of Canada's cultural heritage.

c. Develop a reasoned pride in Canada.

d. Develop an understanding of civic responsibility.

e. Develop an understanding of fundamental concepts central to the human experience such as justice, change, diversity, order, individualism, the common good, worth of the individual, concern for others, dignity of labour, tradition, culture.

f. Develop the ability to imaginatively recreate the past.

g. Develop an awareness of the contributions of both women and men of all ages and groups to the development of our country.

h. Develop the ability to distinguish fact from opinion, to detect bias, to formulate an hypothesis, to evaluate and interpret evidence, to draw conclusions based on evidence, to synthesize, to speculate, to make judgments.

i. Develop an awareness of values and of value alternatives.

j. Develop research skills such as library skills, drawing and selecting information from non-print as well as print resources, interviewing.

k. Develop communication skills such as recording information, listening, expressing ideas clearly.

THE LEARNER AND THE PROGRAM

Human growth is continuous but there are distinguishable stages of development; the Intermediate Division of the curriculum is planned for the early years of adolescence, and courses based on this guideline should be planned to meet the needs of students in this particular age group.

Adolescents are concerned about their identity as individuals, their place in society and in the world. The student can be assisted in facing these concerns by examining what his / her world is, how it came to be, and by speculating what it is likely to be. A study of the local community is a ready means by which to explore the question of identity, and, perhaps, to arrive at some tentative conclusions.

In all learning situations, adolescents need sincerity, integrity, empathy, and concern from those about them. Such an environment leaves individuals free to grow.

Adolescents look for models to examine, actions to judge. They also need to become aware of many alternatives in behaviour and attitude. Selection of content, therefore, should include a diversity of personalities and situations.

The development of a positive self-concept in young men and women can be facilitated by studying the contributions of both women and men of all ages and groups to the development of their country. In addition such studies can assist in the broadening and raising of life expectations of young men and women.

The student in the Intermediate Division is also concerned about personal relationships with other people, especially in the peer group. The content of social history and such methods as independent study and small group discussions often lead to lively and informed exchanges that can establish relationships on a solid base.

Since the adolescent is interested in values and in the meaning of life, the program should also provide situations that involve the investigation of values, of value conflicts, of value systems, and the raising of value questions.

During the adolescent years, the learner is rapidly expanding the ability to deal with abstract thought and complex reasoning. At the beginning of adolescence the student adheres to the tangible and appears to be most comfortable and capable in studying concrete events and actual persons. Later in adolescence, many students, however, are increasingly able to move from the concrete to the abstract and then back again. The teacher should provide opportunities for each student to develop the capacity for dealing with abstraction to his or her particular limit.

The three areas of investigation in this Intermediate Division program have been selected to meet the student needs indicated above. Since the process of self-definition seems to be significant, it is hoped that students can be assisted in a broad understanding of personal identity through an awareness of their community and national roots, of the qualities and characteristics of their community and nation, and of the

It is, then, important for students to investigate their community's and Canada's story, and to be aware of the drama and of the human and environmental interaction from which their cultural identity is derived. Consequently, The Story of Canada & Canadians: A Two Year Program in Canadian History is the area of investigation for Years 7 and 8. It is primarily the task of the program in these two years to help students to develop a deepening awareness that we are not only a country but also a people.

In Years 9 and 10
two courses may be developed, Contemporary Canadian and World Concerns and Canada's Multi-Cultural Heritage. Where students choose to take only one course in Canadian History, it must be developed from Contemporary Canadian and World Concerns.

It is the intent of courses developed from Contemporary Canadian and World Concerns that the students will have the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. This year of the program will also enable the students to clarify their perceptions of contemporary Canada and to look beyond Canada to examine global concerns of significance to Canadians.

Canada's Multi-Cultural Heritage is intended to broaden the students' understanding of the roots of Canada's cultural heritage. Awareness of the contribution of many cultural groups will add not only a new perspective to an understanding of Canada today but also a deepening and challenging interest in the world community.

A meaningful study of current affairs must be an ongoing part of all History courses developed at the local level for the Intermediate Division.

Although it is recognized that the formal development of language skills will be undertaken mainly by teachers of English (French), good standards of oral and written expression must be the responsibility of every teacher.

PLANNING A COURSE OF STUDY

The intent of each of the three areas of investigation for the Intermetiate Division has been indicated in order to establish the parameters for the selection and organization of content. In addition, objectives have been identified. These objectives and core content where specified form the prescribed expectations for the Intermediate Division History program. In addition to the core expectations a school may wish to offer additional studies appropriate for the learners in that school and within the intent stated for the area of investigation. Those responsible for planning at the local level must take into consideration the expressed interests of the learner.

In order to avoid repetition of content in the courses offered, it is essential that staff at all year levels of the Intermediate Division be involved in program planning.

Planning of courses of study will be facilitated if the ideas that follow are considered:

The selection of a theme to provide a focus for study: the theme is considered to be a broad idea or concept requiring examination of many facets of each unit topic. Possible themes might be change, conflict, individualism, adaptability, roots and growth, influence of technology, internationalism, and diversity.

Sequence: It is necessary to plan a sequence of unit topics appropriate to effective examination of causation and to recognition of chronology where it is important.

Continuity and unity: Continuity in this context implies not only a logical sequence of units but also a means by which to bridge the gap between units so that they may be studied in a recognizable context. After a basic sequence has been perceived, the student is better able to rearrange and re-structure data to develop fresh points of view and new sets of relationships. Unity in course design helps to provide the student with an intelligible concept of the totality of the human experience. Using a theme as suggested earlier could provide this element of unity.

THE UNIT

A definition: the unit is defined as an organization of content and learning experiences focused on a central problem or question.

Kinds of units: units could be planned with any one of the emphases shown below.

. the era unit: the unit organized to permit examination of many facets of a particular period; for example, a unit on The Depression, Life at Confederation, The Gay 90's.

. the line of development unit: the unit focused on the development of a particular aspect of human activities or environment through several phases of time; for example, a unit on The Story of Our Borders and Boundaries, The Role of Women in Canadian Society.

. the integrated unit: the unit requiring a skilful selection of pertinent data used naturally in an interdisciplinary way; for example, a unit on The Arts in Canada, Canada in the Twenty-first Century.

In the planning stage

The planner or team of planners will want to read widely about the unit topic in order to become fully knowledgeable about the possibilities of the topic. Classroom implementation can then be more mind-expanding, challenging and productive of a continuing desire for learning. All components of a unit need to be carefully considered and their relationships clearly recognized. The following indicates the significant and essential components of any unit, along with some suggestions for planning each.

Objectives hold a central place in the entire teaching-learning process; they not only provide the central focus for the unit but also affect the selection of content, strategies, resources, and means of evaluation. It is essential for success that when the classroom process begins, the learner is also involved in planning units to meet the

stated core objectives and in evaluating the degree to which they have been achieved.

Content is the vehicle by which objectives may be achieved, and so while not necessarily important for its own sake, becomes significant as a means to a more significant end. The selection of content by teachers and students should indicate an understanding of the variety of human activities and needs and of the interaction between people and their physical and social environment. Part B contains amplification of the core content identified in Part A as well as suggestions for developing other content

After reading widely about the topic, those planning the local curriculum might brainstorm for content ideas, select those pertinent to the objectives, organize them, and finally devise a few broad, open-ended, divergent questions that could form the basis for interesting investigation and lively discussion.

Strategies are the means by which learning might be most effectively achieved; they should be appropriate for the developmental stage of the learner, and for the objectives, content, and resources; they need to be varied and should actively involve the learner. Planning should include: an approach or introduction to the unit; investigation activities such as reading, interviewing, experimenting, discussing, observing, and problem-solving; expressional activities emphasizing creativity; synthesizing or culminating activities clarifying the unit as a whole. Examples of these planning strategies follow:

A unit on "Government and Law", for example, might be introduced by a visit to the provincial legislature, to a town council meeting, or to a courtroom.

An investigation strategy for a unit on "Contemporary Issues" could be the use of such activities as analysis of different newspaper editorials on the same issue, interviews with persons involved in an election, or by comparison and evaluation of evidence derived from a variety of sources.

Expressional activities for a unit on "Patterns of Settlement" could include devising a folk song; for a unit on "The Arts In Canada", dramatizing and filming a legend.

Synthesizing activities for a unit on "Technology and Attitudes to the Land" could include role playing a possible conversation among the president of an oil company, an automobile manufacturer, a factory worker, and a Native person about the nature of progress.

Resources should be selected using these criteria: appropriateness for the learner, the content and the objectives, variety, and ability to suggest different points of view.

Evaluation should be planned to reflect the objectives, to encourage self-evaluation by the learner, and to consider the effectiveness of the unit. For example, if one objective were to develop the ability to draw inferences from a non-print resource, for example, the class could be given a picture that they had not seen before concerning an aspect of life in a society that they had not studied before; each student could be asked to speculate

how life in that society would be different from that of the student. The learner could be involved in evaluating the quality of his/her own observations and inferences through the process of class discussion and through consultation with the teacher.

In the classroom: It is suggested that students be actively involved in planning their own learning when the unit is introduced in the classroom.

The following stages indicate a process for classroom implementation. Through this classroom process students could develop an interest in, and responsibility for their own learning.

. The motivation stage is the point at which the unit is introduced to the students.

. A definition stage would follow; in this stage, students would raise questions, brainstorm for ideas to pursue, select those of greatest significance and interest for investigation, and identify their objectives.

. The investigation stage would involve students not only in planning their research as a class, in groups, or individually, but also in searching out information, analysing it, and evaluating it.

. A communication of findings would accompany and follow investigation.

. The synthesis stage is the culmination of the implementation process. At this point the learner would repattern information, arrive at reasonable but tentative conclusions, and perceive an over-all view of the questions posed in the definition stage.

It should be recognized that these steps need not follow in this precise order; they may blend and overlap.

The ideas suggested imply that the teacher's rold is that of planner and guide for students in their investigation, analysis, interpretation, and synthesis of findings.

Suggested Strategies

Teaching-learning strategies grow out of a philosophy of education, clearly formulated objectives, the needs of students, and available resources. The following questions might provide useful criteria in selecting an appropriate approach:

- how much emphasis does this approach put on student involvement and participation?
- how likely is this activity to quicken curiosity? to stimulate creativity? to develop an inquiring mind in the student? to encourage further readings?
- how appropriate is this method of learning to the achievement level of the student? to the topic? to the materials?
- how will this strategy contribute to group interaction and to variety in decision-making, while capitalizing on the universality of human problems, actions, and feelings becoming apparent through a historical study?

The following suggestions could be considered:

An Interdisciplinary Approach: As many disciplines as would be appropriate to the unit focus could be integrated or correlated, using available avenues of inquiry and expression such as drama, folk songs, murals, poems, maps, and novels. If the topic were the Arts in Canada (French), for example, teachers of English, art, music, drafting, geography, physical and health education, and family studies could be consulted.

Seminars: A definition of seminar might be a round table discussion of a specific problem or an analysis and synthesis of a specific situation for which all participants have some basic background and for which a few have done some special investigation. If the unit of study were The Opening of the West, a seminar topic might be, What contributions did women make?

Role Playing: Students should have a considerable understanding of the historical situation involved before role playing begins. The role playing itself, however, should be completely spontaneous, allowing participants to explore the ideas, attitudes, and emotions of people other than themselves. When carried on with perception, concentration and honesty, role playing can provide a kind of insight not always available from reading or discussion. It is most effective in unstructured situations where improvised action and reaction can develop as they do in life. It should be recognized that role playing is more valuable to the player than to the audience, and, for this reason, it is wise to divide the class into small groups for first attempts. Later, students are able to observe each other and use the role playing as a basis for penetrating investigation and discussion.

Simulation Games: In selecting simulation games likely to achieve program objectives, consideration could be given to these questions: how valid, accurate, and varied is the data involved in decision-making? what are the possibilities for value examination? to what extent are conclusions pre-determined? how valuable is playing the simulation without a thorough follow-up session? how much scope do the rules provide for originality and creativity?

Group Investigations: If the topic were "The Contribution of the Arts to the Formation of a Canadian Identity," groups of three or four students might undertake to investigate the contribution of each of: folk songs, painting, sports, literature, dance and architecture to creating a distinctive Canadian identity.

Group investigations of these matters could be followed by presentation to the class and by discussion to analyse and synthesize group findings in order to develop such aspects

of the topic as: similiarities, differences, influences of environment, relative importance, changes over time and desirability of government support

Independent Study: Some students at different times may benefit from independent study in which special interests can be pursued in the resource centre and/or in the community. This may promote student initiative, encouraged by planning with the teacher.

A student may be keenly interested in military tactics and weapons, a topic which may not be part of the planning for development of the unit The Story of Our Borders and Boundaries, by the class. After consultation, the student might be released from class for a specified period to do special work investigating the changes in weapons, the influence of individuals on the outcome of battles, effects of wars on society,and perhaps even an analysis of the causes of war. The student's curiosity, his level of achievement, and the materials available will help to determine the scope of the project and the validity of the independent study.

Also, students might be given the opportunity to investigate the contribution of his or her own particular cultural group to our heritage as part of the course, "Canada's Multi-Cultural Heritage".

Using Resources

Three categories of resources should be considered:

- Multi-media resources that can enhance both interest and learning would include the appropriate use of drama, maps, films, filmstrips, magazines, models newspapers, novels, pictures, projectuals, radio programs, recordings, slides, stamps, tapes and telecasts.

- Community resources, both human and physical, can contribute to an effective program. If a unit were to focus on the impact of British and French expansion overseas, a visit to early homes in the school locality might spark an inquiry into how architectural designs in Britain or France affected the design of homes built in Canada and how these were modified and adapted to Canadian resources and climate. A visit to the cemetery might reveal the cultural origins of the community. Interviews with knowledgeable persons could provide further insights.

- Primary resources often add a new dimension to the analysis of the topic at hand. They can help students develop a capacity to appraise the validity of differing points of view and to detect bias. They can also add an authentic flavour in re-creating the climate of an age and can bring personalities to life.

Using actual primary documents can also impress upon students the necessity and importance of the careful preservation of these records of our past.

The following questions might clarify the validity of the selection of any resource: how will the resource material contribute to an understanding of the topic? how well is the choice of language geared to the vocabulary of the class? to what extent will the point of view expressed be challenged by other equally valid points of view? how readily can the class appraise the bias of the resource? how well does it bring a character to life?

Evaluation

The evaluation process should be directed towards determining the degree to which objectives have been achieved; objectives, then, become the criteria for evaluation.

Just as students should be involved in identifying objectives for their learning, so they should be involved in evaluating their success in achieving objectives. In this way, they may become more responsible for their learning, more able to recognize their areas of competence and of weakness, and more ready to undertake new tasks.

In evaluating the effectiveness of the planning and implementation of a unit, teacher and learners could consider whether their objectives were achievable through the content, whether they were sufficiently specific to be clear yet sufficiently open to encourage growth, whether there was a central focus to provide a sense of direction, whether there was a spirit of inquiry, whether there was an opportunity to broaden interest and pursue new ideas, whether it was possible for persons of differing abilities and interests to develop in their particular ways. In the light of such an evaluation, future planning could be facilitated.

Evaluating in this way on a continuing basis is directed, not only to the effectiveness of unit planning and implementation, but also to the degree and quality of student progress. Evaluation thus becomes both diagnostic and remedial, involving all in productive self-evaluation.

The Story of Canada and Canadians: A Two-Year Program in Canadian History for Years 7 & 8

Intent

It is the intent of the program in the first two years of the Intermediate Division that students develop an understanding of the history of their country and that they have an opportunity to arrive at an understanding of what history is.

Ref. to page 4

Although in the Primary and Junior Divisions students will have had an opportunity to undertake studies of anhistorical nature, it is in this program in the Intermediate Division that they study their first formal courses in history. It is intended that through these courses they may become aware that history is concerned with people; with their contributions to society and with the interaction between people and events and between people and their environment.

It is intended that students will be able to recognize what is significant in history, that they will perceive the interrelationship of events, that they will develop an understanding of sequence, of continuity, of cause and effect, of change over time; finally, it is hoped that the study of the history of Canada will enable them to enter into an imaginative reconstruction of their country's past.

To fulfil the intent of these years, the history program will require that attention be given to planning a coherent and unified study of selected incidents, persons and ideas in Canada's story and of the relationship between them and the environment.

Canada's physical environment, economic resources and geographic location in relation to world powers have all had an impact on the lives of Canadians and on the directions in which Canada has grown; similarly, Canadians, individually and as a group, have had an impact on the shaping of the environment, on the use of resources and on Canada's relations with her neighbours.

In short, it is intended that in these two years students will arrive at an understanding of the story of Canada, of Canadians, and of history.

It is expected that, the courses for the program in each of the two years will be planned so that the stated core objectives will be achieved by the end of the second year through content identified as core.

Objectives

A. To develop an understanding of the lives of people who immigrated to and settled in Canada: their reasons for emigrating; their settlement patterns; their differing problems and hardships; their social and cultural lives.

B. Develop an understanding of the achievement of Confederation: the concerns that existed; the significant events; the influence of various personalities.

C. Develop an understanding of Canada's post Confederation expansion from sea to sea: railways, people, law, wheat and oil.

D. Develop an understanding that people, events, and ideas in the U.S. have had an impact on the development of Canada.

E. To understand that social and economic stress have contributed to change throughout Canadian history.

At the local level teachers will develop courses of study to achieve the stated intent and objectives. The following content areas will be incorporated into the courses developed for years 7 and 8:

Immigration and Settlement

- the people of New France
- life in Upper Canada
- the opening of the West

Crisis and Change

- American War of Independence and the United Empire Loyalists
- Confederation
- Riel and the North West Territories
- Social reform: trade unionism, women's suffrage, the welfare state
- Depression and its effects on society.

In addition to the core objectives and core content areas a school may wish to offer additional studies appropriate for the learners in that school and within the intent stated for the area of investigation

To enable students to develop an understanding of the core objectives and core content areas, it is the responsibility of the teacher at the local level to develop learning experiences suitable to the needs and interests of the students.

The following chart demonstrates the way in which these content areas can be used to develop one or more of the stated objectives.

OBJECTIVES / Topics	A To develop an understanding of the lives of people who immigrated to and settled in Canada: their reasons for emigrating; their settlement patterns; their differing problems and hardships; their social and cultural lives;	B Develop an understanding of the achievement of Confederation: the concerns that existed; the significant events; the influence of various personalities.	C Develop an understanding that people, events, and ideas in the U.S. have had an impact on the development of Canada.	D Develop an understanding of Canada's expansion from sea to sea; railways, people, law, wheat and oil.	E To understand that social and economic stress have contributed to change throughout Canadian history.
Immigration & Settlement					
1. The people of New France	X				X
2. Life in Upper Canada	X	X	X		X
3. The Opening of the West	X	X	X	X	X
4. American War of Independence and the United Empire Loyalists	X		X		X
5. Confederation		X	X	X	X
Crisis and Change					
6. Riel and the North West Territories	X	X		X	X
7. Social Reform: trade unionism, women's suffrage, the welfare state			X	X	X
8. Depression and its effects on society			X	X	X

Contemporary Canadian and World Concerns

Intent

It is the intent of this year in the program that the students will have the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. This year of the program will also enable the students to clarify their perceptions of contemporary Canada and to look beyond Canada to identify and examine concerns of significance to the world.

General Objectives

A. to develop an understanding of the Canadian political and legal system

B. to develop an appreciation of the rights and responsibilities of citizens in Canadian society

C. to analyse contemporary issues of concern to Canadians both in Canada and in the world community

D. to develop an understanding of the way in which the arts in Canada contribute to the Canadian identity

E. to develop skills, concepts, and values as indicated in Aims for Intermediate Division History Program.

These objectives are to be achieved through the following core units:

1. Government and Law in Canada
2. Contemporary Issues

This unit will provide opportunities for students:

1. To understand that people living in groups need some form of structure and authority to provide order and to meet their needs;

2. To understand that government in a democratic society attempts to provide a balance between the common good and the freedom and rights of individuals;

3. To appreciate the need for balance in our democratic society between freedom and responsibility

4. To understand that personal and political positions and decisions are based on needs, values, beliefs, and traditions;

5. To recognize that each person has a responsibility to participate in public life and can influence change;

6. To understand that individuals are more likely to influence the decision-making policy when working in groups than when working alone;

7. To understand that three levels of government and international co-operation are needed to meet some of the differing needs of people in Canada and the world;

8. To understand the structure, role and function of the legislature, executive,judiciary, and civil service in our government;

9. To appreciate that rules and laws are important for individuals and for society as a whole;

10. To understand the process by which laws and by-laws are made and changed;

11. To recognize that existing laws require continual examination to ensure that they meet the needs of people in our society;

12. To understand that inherent in our system of government are concepts of representation, responsibility, the common good, federalism, majority rule and minority rights, and citizenship.

To enable students to develop an understanding of the objectives of this unit, it is the responsibility of the teacher at the local level to develop learning experiences suitable to the needs and interests of the students.

UNIT II: CONTEMPORARY ISSUES

This unit will provide opportunities for students:

1. To recognize that events, problems and issues are different, but related;

2. To understand that contemporary issues have roots in the past -- a starting point and a significant manifestations through time and implications for the future;

3. To develop and use an appropriate process for analyzing issues.

To achieve these objectives, teachers will select issues of continuing significance to Canada. Among these issues must be

- English - French relations
- Canadian - American relations
- an issue of concern to the world and to Canada.

In addition to the core objectives and core units, a school may wish to offer additional studies appropriate for the learners in that school and within the intent stated for the area of investigation.

To enable students to develop an understanding of the objectives of this unit, it is the responsibility of the teacher at the local level to develop learning experiences suitable to the needs and interests of the students.

Intent

It is the intent of this year in the program to broaden the student's understanding of the roots of Canada's cultural heritage. Awareness of the contribution of many cultural groups will add a new perspective to an understanding of Canada today as well as a deepening and challenging interest in the world community.

It is the intent of this year in the program that students become aware that Canada today enjoys a heritage acquired from different places, peoples, and times. To help students develop this awareness teachers will need to identify aspects of Canadian life, their origins, transmission, adaptation and reasons for their survival in the Canadian setting. To develop such an understanding of the roots of our cultural heritage will require that the source of significant aspects of our culture be identified and studied in historical context.

Culture, in this document, is defined as "a way of life", and finds expression in such things as institutions, the arts, lifestyle and technology. The indigenous peoples and the various groups which migrated to Canada each had a particular way of life, parts of which survived or continued in some form in various aspects of Canadian culture. It is the study of the sources of these parts of our heritage which is the concern of this course.

It follows, then, that this course is not a history of a cultural group, a history of Canadian culture, or a study of the contribution of particular persons who happen to belong to a cultural group. It is, rather, a study of the roots of our cultural heritage.

General Objectives

A. To develop an understanding and appreciation of the roots of our Canadian Heritage.

B. To develop an understanding and appreciation of the contributions of various cultural groups to our Canadian heritage as seen in the cultural reality of the local community.

C. To develop skills, concepts and values as indicated in Aims for the Intermediate Division History Program.

1. In addition, a course developed from Canada's Multi-Cultural Heritage must provide opportunities for students to meet these more specific objectives:

   1. Develop an understanding and appreciation of the contribution of the British heritage to our Canadian political system.

   2. Develop an understanding and appreciation of the contribution of the French and British heritages to our Canadian legal system.

   3. Understand that any group brings its technology to to the new environment, that this technology is influenced by the new environment and by any existing culture, and that it alters any existing culture.

   4. Appreciate the contributions of Indian and Inuit people to the change in contemporary attitudes to land and other resources.

   5. Understand that wherever people live they develop forms of artistic expression such as painting, dance, photography, architecture, athletics and that these artistic expressions are influenced by the environment.

   6. Understand that people bring expressions of their own culture to a new environment; in some cases these remain unchanged; in other cases they are modified by the existing culture, and/or they modify the existing culture.

   7. Appreciate that diversity of art forms enriches the Canadian experience.

8. Understand that customs and traditions such as festivals, religious holidays, food, help a cultural group maintain its identity.

9. Appreciate that diversity of lifestyles enriches the Canadian experience.

10. Understand that any group brings its lifestyle to the new environment, that this lifestyle is influenced by the new environment and any existing culture, and that it alters any existing culture.

11. Understand that Canada's economic dependence on foreign markets and capital has persisted from colonial times to the present.

12. Understand that Canada has a tradition of international involvement throughout her history.

In addition to the aspects of culture indicated in these 12 core objectives, a school may wish to investigate additional expressions of culture appropriate for the learners in that school and within the intent stated for this area of investigation.

These objectives may be achieved through different forms of content organization.

I. One way would be to develop the following unit topics:

- Canadian Political and Legal Systems (Objectives A,C & 1,2)
- Technology and Attitudes to the Land (Objectives A,C & 3,4)
- The Arts (Objectives A,C & 5,6,7)
- Lifestyles (Objectives A,C & 8,9,10)
- International Involvement (Objectives A,C & 11,12)

In addition to a focus on Canada as a whole, some time should be spent in focusing on the local community. This local community study would meet objective B, parts of objectives A and C, and parts of the more specific objectives.

II. Another way would be to develop units which focus on the contributions made to the Canadian heritage by the British, the French, the original peoples of Canada, and other significant groups.